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Journal of EDUCATION

BOSTON, MASS.
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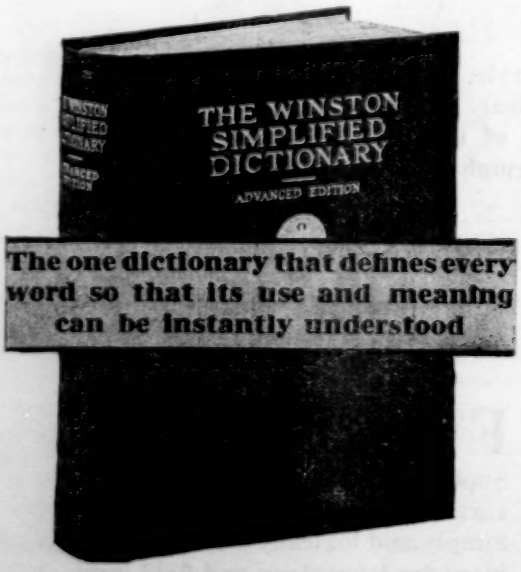
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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Columbus, 1930

THE meeting of the National Education Association next year should be the best in the history of the Association.

The delegate plan is new and in full running order. The delegates know their mind and dominate the business and professional features of the Association completely. The entertaining city takes entire charge of the social functions which the delegates enjoy, but with the direction of which they have no responsibility.

The business of the Association is purely education. There is a definite democracy with which nobody can interfere.

There is absolute harmony. Every one has learned to mind his own business. The classroom teachers, who are really the chief factor, attend to their vast interests as efficiently as the Department of Superintendence attends to its business.

The Bureau of Education is welcome to participate in any way it chooses, whenever it chooses, but it will never be a disturbing factor. It will never be opposed in any of its great works, but it will never dictate in any wise to the efficient management of the organization of a quarter of a million teachers in service. The Association does not seek political influence, and will never allow political influence to meddle with education.

The membership will steadily increase, and the life membership will multiply rapidly. All important influences in education will affiliate and work with the Association.

The Atlanta meeting was the greatest demonstration of business efficiency that has been revealed in any way at any time. President Lamkin was the right man in the right place at the right time. He was a leader, but domineered in nothing.

Columbus is the right place for the meeting of 1930. The hotel accommodations are adequate in quantity, quality, and location. Meeting places are all that could be desired, and are delightfully located.

President Pyrtle has been personally and officially associated with various phases of the working details of the Association as President Adair had been, which is a guarantee of business efficiency, and Dr. Lamkin is first vice-president, which is of inestimable value following his achievements at Atlanta.

Honorary Achievement Degrees

ONE of the significant features of the Administrative era in education is the collegiate recognition of eminent service in school administration. The Rhode Island College of Education, which is sparing of its honorary degrees, last year gave a doctor's degree to Herbert W. Lull, superintendent, Newport, R.I., the outstanding public school educator of the state in point of length and character of administrative service.

This year it recognized with an honorary academic degree the distinguished service of Allen P. Keith, superintendent of New Bedford, Massachusetts, a nearby city, whose administrative achievements are of high professional character.

These degrees mean infinitely more than any degree can mean which merely represents studying and anticipation of what can probably be done. Here are two men who have been winning achievement prizes for years, and a College of Education recognizes genuine accomplishments in a life of service in education.

Frank E. Spaulding of Yale

DR. FRANK E. SPAULDING, creator of the Graduate School of Yale University, of which he has been dean for nine years, retires as dean, but remains as Sterling professor. Dr. Clyde M. Hill, professor of Secondary Education, succeeds Dean Spaulding.

No one has had a record comparable to his for a third of a century. He was superintendent in Ware, Massachusetts; Passaic, New Jersey; Newton, Massachusetts; Minneapolis and Cleveland in twenty-five years. Five important superintendencies in four prominent states in four of the great sections of the country in a quarter of a century is certainly the record.

In each of the superintendencies Dr. Spaulding had a national reputation. He has rounded out this exceptional administrative career by noble professional service in as famous a university as there is in the New World.

Add to all this the creation of an entirely new textbook ideal which has had a wonderful sale in quantity and permanency of demand.

Baltimore's Sixtieth Birthday

BALTIMORE has had a delightful celebration of her two-hundredth birthday. She should now celebrate her sixtieth birthday.

There are a hundred thousand American communities that were as important when born as Baltimore was in 1729. There have been few sixtieth birthdays comparable to Baltimore's.

The time to test and measure colonies is when colonies become states. At that time Baltimore was sixty years old, a healthy age. Then Maryland and Virginia had three times the population of New York with 47,000 to spare.

Maryland, Virginia and the Carolinas had 177,000 more population than New Jersey, New York and all New England.

State Teachers Training

THE fact that a city of 12,000 population and a school registration of fewer than 2,000 will take a principal of a State Teachers College, paying $12,000 salary, calls attention to the fact that the presidents of State Teachers Colleges and State Normal Schools are the most underpaid of any class of educational leaders. They are in a class by themselves in the indispensable service rendered, and the next important step in professional advance must be financial recognition of their public education service.

The selection of Dr. J. C. Brown for a first-class superintendency is likely to start something that will call public attention to the importance of state teacher training.

It is refreshing to know there is one university that will expel twenty-five members of one class for vicious rowdyism.

Life Insurance Revelation

IT IS officially stated that sixty-five million policy holders of the United States are carrying a hundred billion dollars worth of life insurance in American companies.

This life insurance is the amount that is earned in a year by the entire American people.

It took seventy-five years for the insurance companies to sell $25,000,000,000 of life insurance, and in the last thirteen years the increase sales were three times as much as the total after seventy-five years. This increase is almost six billions a year.

Several billions of this total is on lives of people who pay their premiums by the week in cents instead of dollars.

It is amazing how little any of us knows of the vastness of the daily and weekly affairs of the 125,000,000 Americans.

Education in Texas

TEXAS has won many honors in local education, the chief of which was the re-election of State Superintendent S. M. N. Marrs in the most intense political campaign in the country at the time because there was a universal sentiment that education was too sacred to be disturbed by politics.

The National Parent Teachers Association has made fabulous progress under the presidency of Mrs. S. M. N. Marrs. The Department of Ele-

mentary School Principals has prospered greatly under the administration of Miss Eva G. Pinkston of Dallas.

The finances of the National Education Association are on a scientific basis under the guidance of the committee on the budget of which L. W. Rogers, first assistant state superintendent of Texas, is the efficient chairman. Two years ago N. R. Crozier, superintendent of Dallas, was president of the Rotary Club of the Department of Superintendence, whose annual banquet rallies a thousand eminent men, many of whom have been presidents of their home city club.

The choice of Dallas as a place of meeting of the Department of Superintendence in 1927 was due largely to the prominence of education in state, county, municipal, and institutional progress.

When Miss Annie Webb Blanton declined to be a candidate for re-election as state superintendent, she was awarded a scholarship in Cornell University, where she earned her doctorate of philosophy because of distinguished service in the promotion of education in the state.

The superintendents of all the leading cities and counties and presidents of state educational institutions are civic as well as professional leaders. Education in Texas in law-making, in professional sentiment and in administrative efficiency is in the front rank.

Edward Everett Hale and Others

IN THE Springfield Republican recently Edwin D. Mead had a delightful article, "Mohonk Revisited," in which are references to "our friends" which we cannot help imposing upon our readers of the new day.

The occasion of writing the article was Mr. Mead's visit to the scenes of the Mohonk Conference which had high significance 1895 to 1916.

"It was a happy, buoyant company that used to come out here, many of us together from Boston. Chief of all was Edward Everett Hale. His powerful and prophetic speeches were the event of the first Mohonk conferences. . . .

"Benjamin F. Trueblood always came and was a prime cog in the machine, always on the opening day presenting a comprehensive survey of what had happened during the year and how things were tending. Philip S. Moxom came, and his speeches were always among the most ringing. Charles F. Dole was here, a flaming and purifying spirit. Samuel B. Capen and Frederick Allen, best of citizens and of peace men, came, and Arthur Farley and other business men not a few. Dr. Albert E. Dunning of the Congregationalist and Samuel J. Barrows of the Christian Register were constant and efficient, as were Raymond L. Bridgman of The Republican, and Frank Foxcroft of the Boston Journal. Mrs. J. Malcolm Forbes and Mrs. Fannie Fern Andrews were there. President Seelye of Smith College always joined us somewhere en route, and so did President W. H. P. Faunce and the Providence contingent. President Eliot, here as everywhere, was an influential and revered figure."

Robert G. Sproul, the new president of the University of California, is only thirty-eight years old, and he was a newsboy less than twenty-five years ago. This is a land and a time of opportunities.

Problem Parents

SO MUCH is written about problem children that it is refreshing to see the Los Angeles School Journal talking frankly about several cases of problem parents, of which the following is a sample:—

"John Henry Billingsgate strode heavily into the office with his clenched fist raised high above his head. He announced in a loud and raucous voice that he was a 'voter and a taxpayer' and was just on his way to the Mulberry Avenue School to 'tell them teachers where to git off *at!*' When asked as to the nature of his mission he roared out the information that his daughter had been required to include physical education in her school program, and added: 'She can git all the exercise she needs over the wash-tub and scrubbing the kitchen floor, and if I don't git no satisfaction at the school I know a daily newspaper that will print my story, and don't fergit it!'

"Mrs. Morgan's fifteen-year-old daughter, Margaret Elizabeth, a student at the Sunnyside High School, had been conducting frequent joy-rides after the seventh period, using her own Rolls Royce as a means of transportation. Complaints had come from several beach resorts, from various cafes and dance halls, and the promoter of the talking marathon had sent the names of the group of young people to the police. Neighbors had reported wild parties at the home lasting until 3 a.m. during the absence of the parents. Margaret Elizabeth had an I. Q. of 120, but was failing in all her subjects. When confronted with these facts Mrs. Stanley Livingstone Morgan arose to a superior height, and gave utterance to these words: 'My daughter is old enough to take care of herself. This is not the business of the public school. You have summoned me here to insult me most grossly. I shall take my daughter away from the unrefining influence of Sunnyside High School and employ a private tutor.'"

Everybody who was at the Atlanta meeting sounds the praises of one feature of hospitality never enjoyed before. Cartloads of peaches and trainloads of water melons were available everywhere without money and without price.

Belding's Page

INTERCHANGEABLE AMERICANS

A FRENCH columnist and critic, M. Clement Vautel, asserts that Americans are becoming standardized. Soon they will be like the parts of automobiles—interchangeable. You won't be able to tell one American from another.

The Frenchman is hitting at American mass production. All Europe is disturbed over the outpouring of American merchandise, standardized and cheap. Such merchandise tends to make its purchasers more or less alike—in habits and tastes if not in thinking.

Certain influences in America undoubtedly tend toward uniformity. One has only to consider radio, the movies, and the press with its syndicated features.

The schools are catering to individuality today as never before. A single pattern of instruction formerly was applied to all. Now there is the greatest diversity. Any boy or girl can receive training in the subjects to which he or she is best adapted. No two graduates have the same mental content or the same set of interests.

If Americans become standardized it will be because they neglect to go on growing and developing after they leave the classroom and the laboratory. The enormous demand upon the part of adults for opportunities to study a multitude of subjects is one of many proofs that Americans intend to remain individuals.

GOALS AND GOALPOSTS

DO AMERICANS believe in education? Well, rather! Watch them at a football game. They did not enter by crashing the gate. They paid real money. They sit out in cold or rainy weather. They peer through blinding snow. They lift their voices in praise of specified seats of learning. They pour out adulation upon the heroes of education.

Education as exemplified in football has captured the great American public. "On with the schools and colleges!" it exclaims. "Without them where would be our favorite autumn sport? Football is so clean and beautiful—so strictly amateur! Other games have become commercialized—baseball, for example, is so largely in the hands of professionals. But football—ah, how grand to see the young warriors battling in the name of lofty idealism, without thought of money—all for the glory of alma mater."

Over beyond the stadium is a group of buildings. What are they for? Why, those must be to house the boys between football seasons.

And who is that prosperous looking fellow with the voice of authority? He must be the principal or president at least. No? The football coach? Well, he's pretty necessary, isn't he? You can't imagine modern education getting on without a coach; now, can you?

The student must pass his studies or forego the forward pass. That shows what football does for education.

Seriously—it does quite a lot for education. But sometimes it causes confusion as to goals; an exaltation of athletic victory over other objectives. We cannot blame the crowd for enjoying football. We all enjoy it. But the crowd in the stadium must not be allowed to run the institution. Education is more than a spectacle. It is a process.

BUSINESS BECKONS

TIME was when the proper thing for every college graduate to do was to enter a profession. Today the great majority of graduates go into business. A feeling persists, moreover, that if they did the "proper" thing, more of them would continue to choose the professions.

Market conditions have to govern such things to some extent. Business is where the big demand is at present.

Let us not deplore the entry of college graduates into commercial and industrial careers. Commerce and industry need trained minds, broad vision, and whatever else of good the college may have helped to produce. Business is so big a factor in American life that it requires an abundance of qualified leadership.

Business is a worthy enough calling for all who will serve it worthily.

This does not mean that a good many men are not choosing business when their abilities are of another sort. It does not mean that the lure of gold is not drawing aside some highly talented persons who could score high marks for themselves in other lines of endeavor. It does mean, however, that the leaven of intelligence and idealism has plenty of useful work to do in business. That leaven is already manifest and will be more so as the years pass.

Before the war only one youth in 300 went to college. Now one in every hundred goes there. Under no circumstances could the professions have taken on so many graduates as now pour forth from college portals.

Business itself, one may add, is fast becoming a profession. Men in ever growing numbers approach it in a professional spirit.

Anson W. Belding

Associate Editor.

Are Graduates Equipped for Right Use of Leisure?

By E. C. BROOME
Superintendent, Philadelphia

"ARE graduates equipped for the right use of leisure?" can be answered by "yes" or "no," according to what the writer thinks, or may be taken as provocative of a considerable dissertation on the subject.

The briefest answer I can give would be by use of the words, "to some extent," probably to an increasing extent, as we are becoming gradually more appreciative of the importance of the problem. Today, as never before, the world is faced with the serious problem of the intelligent and wholesome use of leisure. Our forty-three hour working week comprises only twenty-five per cent. of the total hours of the week; and there are influences afoot to reduce still further the total of working hours. What do we purpose to do with our extended leisure—dance more, go to more cheap shows, flock more to prize fights, football games, and horse races, read more trash, and listen to more jazz? Or patronize the opera and good concerts more, listen more to good lectures and sermons, read better literature, sing and play good music, study nature and good art, and participate in healthful physical sports? Our future use of leisure will depend largely upon how clearly the schoolmasters see the problem, and how adequately they provide their children with resources for the appreciation and enjoyment of the higher life values.

The use that is now made of leisure by the great majority of the people of America certainly suggests that the coming generation needs to be educated to higher standards of appreciation than the present generation seems to possess. Undoubtedly, this will be and should be the responsibility of the public schools. There is no particular specific to be offered to produce the desired results. Probably, it will come from an extension of activities that are already in operation—more and better teaching of art appreciation, of music appreciation, of the appreciation of good literature and of the better classes of drama, love of nature and the ability to understand her secrets, the desire and ability to participate in wholesome outdoor games, instead of playing the part of an observer on the grandstand, the cultivation of a hobby, which will become a source of education as well as recreation, and active participation in civic affairs. These are some of the activities which the schools can encourage, and in some places can develop successfully. If the schools of this country would expend as much energy in developing appreciation as they do in imparting knowledge and developing skills and make the development of appreciation a definite objective, as definite, for example, as the impartation of knowledge from the textbook, the question of the proper use of leisure time would solve itself as naturally as the temperance question solved itself after a generation of instruction in the public schools.

By MARION BROWN
Oakland, California

WHEREVER we meet the high school student of today we find him investing in the experiences of living his only capital: time and ability. He is surrounded by a veritable vortex of stimuli. Those of his own age, like-minded to himself, and perhaps too group-conscious, are insistent in their demands upon his time and talents. To be in the game with his fellows he must play his part, share responsibilities and pleasures, and face whatever problems he and his peers may find or create. From the adult world, in home, church, school, business and civic enterprise, he finds opportunities and demands at once challenging and irritating. Whether he questions or scorns or accepts the standards and ideals of the age, he meets people and situations which, while they add to his experience, take their toll of hours and energy.

What response does this adolescent of today make to the complex order of living? Is he like Neale in "Rough Hewn" to put his whole heart into it all only to wonder later why we did not help him to be sure that what he is putting his heart into is worthy doing, and is meant for him to do? In this process of "turning a child into a grown up human being," is he investing his time and ability in those experiences which will make for habits and ideals which will develop the finest art of human relations? Can he so order his life that in spite of the confusing details of everyday living, he will have time to find her purpose and to see clearly the relationship of small and of large factors.

No one doubts but that the "teen-age" boys and girls of today have almost unlimited opportunity to taste of life's many offerings. Parents are aghast at the little time which the crowding interests in the lives of their children leave for home duties and home fellowship. Opinions of teachers and other adult leaders agree that many live in a state of restless chaos with little satisfac-

tion to themselves or to those who would help them find purpose and order. The student himself, told that one of the purposes of education is to train for worthy use of leisure, finds that he has no leisure to use.

There is much to be said in favor of a busy life for "teen-age" boys and girls. Those who are absorbed in the concrete activities of student life, in athletics, clubs, community service work, and wholesome recreation, have little time for morbid introspection or for the transient pleasures which the world judges unworthy of fine persons.

On the other hand, do we fill their lives so full of things to be done, of people to know, of achievements to attain, that they cannot find and place first things first? In the cause of "putting it over" leadership may be dissipated, fellowship may become unintelligent, and we may forget that time wisely and well invested brings returns in more abundant life rather than in merely knowing that we are busy and occupied.

Thus we are faced with this problem of guiding students to use leisure time. If we are to guide, what standards can we set for ourselves as well as for the student whom we hope to send forth to "meet life in terms of his own best self"? First, there is the need that we ourselves be sure of the value of the activities which we sponsor for students individually and in groups. As leaders, much depends on how we emphasize whatever work is done. No activity in itself is too important to permit of some adjustment to the needs of the persons participating. Our interest in an organization may blind our own vision of its purpose in developing character. If objective standards and attainments blot out the spirit of fellowship and of service, then time is not invested to the full. Occasionally, we wonder if in encouraging a student to share the work and pleasures of group associations we make too many demands of the same kind, if we exploit or dissipate his sense of loyalty in encouraging allegiance to superficial or artificial causes. Do we place him in a position where, in order to receive approval, he cannot be entirely honest with himself? Whenever we, as leaders, can simplify the complex and often antagonistic interests of students and bring into clearer light the ends toward which they are working, then we can be more sure that we are meeting the needs of individuals, and that we are creating the best possible group associations. Leisure-time activities regardless of their ultimate purpose and their high ideals must, in their concrete expression, have much of earthiness; the air castles must have some possibility of reality, problems must be soluble, efforts must bring results. Much of what we now do is fast coming to be tested in the light of psychology. As we test our own work by our standards, so our standards will be tested by the extent to which they meet the demands of truth by way of science.

During the school years direct the activities into such channels that as individuals and as groups students will have some relationships with people outside their own age and experience. Absorbing as are the interests of youth, part of the enrichment of life comes from contacts with men and women who are facing and solving the problems of the everyday world. Time spent in working with forward looking, upward building adults will bring higher ideals and deeper understanding.

Lastly, we need to see that the whole person develops, that in so far as we can guide his time investment he has opportunity to become a well-rounded dynamic person meeting and respecting the personalities of others and working with and for other persons in the interests of a finer world. In teaching the worthy use of leisure we cannot neglect any one section of the physical, mental, moral, spiritual or religious response of the boy or girl to the world in which he or she is living.

To just the extent that we are cognizant of some of these factors, we may begin to realize one of the objectives of modern education—that we send out our graduates equipped to use leisure for richer attainments.

The Aspiration

By Henry Meade Bland

Once in the dreaming of my ardent youth,
I waited by the beauty of the sea.
Eager, my eye searched the Infinity,
I gazed with all my mind after the truth
Of our strange seeming; since I thought, forsooth,
To sense the wonder of the years-to-be.
Then in a glory surged it in to me
How measureless Love is, with all the ruth
It pours upon the heart. All afternoon,
Caught in a cycle, I drank in the grace
Of loveliness in the unbroken tune
Of low-toned harmony played by the race
Of swift-retreating waves over the shells—
As one is long-entranced by murmurous bells.

Consumers' Arithmetic

By A. O. BOWDEN
President, New Mexico Teachers College, Silver City

THE writer of this article recently issued a small monograph on "Consumers' Arithmetic," which was published in the spring by the Bureau of Publications of Teachers College, Columbia University. It was the result of an extensive investigation into the actual use which is made of arithmetic in societies today aside from vocational uses. The findings which are summarized below are considered by some so revolutionary that they drew fire from many sources. The associated press and the syndicated news bureaus published certain parts of the findings and the criticisms of educational experts. For reasons which may be difficult to explain, this small book has been widely discussed in many dailies and weekly newspapers from coast to coast. In general the findings have been enthusiastically approved as sound. In only a few cases the conclusions of the study have been condemned in wholesale fashion.

Three main points in the conclusions are: 1. This study furnishes a basis for selecting the optimum content to be taught in the public elementary schools. 2. More than 60 per cent. of the adult population of the United States use little, if any, arithmetic beyond the four fundamental operations. 3. The public elementary schools have been teaching more than 85 per cent. more arithmetic beyond the four fundamentals than is required to furnish all the needed and useful arithmetic in adult life aside from vocational uses. A few of the adverse criticisms are given and discussed in some detail herewith.

An eminent educational critic and mathematician in one of the largest universities in the country and quoted in the largest daily papers charges that the writer of the monograph would not dare to put into practice his theories based upon his findings in the State Teachers College, of which the writer is president, in the training of arithmetic teachers. He gives a sweeping condemnation of the findings and the (social) philosophy underlying the survey. To quote:—

"He (Dr. Bowden) says: 'I take it, that there are mathematical factors which he hasn't used in the last two months, so why not abolish the factors?' He might as well say that there are words in the dictionary which he has not used in the same period, so that therefore these words should be abolished. The faulty logic and analogy here are apparent to any one."

This critic evidently has not analyzed the findings nor has he thought through the whole problem of vocational education and "cultural education for the consumer." To be sure the writer of the monograph would not practice the theory in the training of arithmetic teachers. For these teachers arithmetic training is vocational training, and neither theory nor the findings are involving vocational mathematics at all. The study concerns only "consumers," users, of arithmetic aside from the vocational uses. This distinction between "consumers" and vocational uses is made and applied to the elementary schools because these schools are not now and never have been, nor never should be vocational schools. In the very nature of their purposes and organization they could not be such. This confusion of aims has befogged the issue of curriculum construction for the past hundred years or more, and will continue to do so as long as educational people and eminent mathematicians do lack the clarity of thinking which is demonstrated by this critic. It would seem that if mathematics had the value in common life which it was once accredited it would have certainly had its beneficial effects on this critic.

It is a peculiar type of reasoning on the part of some when they say that if we keep on eliminating such fundamental parts of arithmetic and other traditional subjects as recommended in this study that there will not be anything left for the schools to teach. Those who reason in this way forget that culture is cumulative, and that at the present time we have so much of human culture from which to select, and very essential at that, that we need have no fear of deleting from the public school curriculum very much of the present quantity now taught. *The kind should be changed.* There is much more to teach now which is vastly more important, and more fundamental and more life-giving, intellectually and culturally, than much that is now required. This study under discussion is only one further step in the analysis of the problem of vocational education.

There is probably an opinion, though not expressed, in the mind of this critic that there is great disciplinary valúe to mathematical study, "transfer of training," etc. There are many values in the study of mathematics which are non-vocational which should be developed by the schools. For example, "number sense, mathematical appreciations, comprehensions of quantity, space, distance, etc., love of mathematics," and others. But these are derived secondary values. These values are the result of the method of presenting the content which we have found to be useful. These values may be realized by learning any consistent amount of any content and are not confined to any particular bit of arithmetic content.

If these values are not realized the fault is largely with the method and not with the abbreviated content recommended by this study.

One critic avers that the trouble lies not so much in the amount of the content as in the stupid teaching of mathematics. It is not the large number of processes to be taught but in the method wherein lies our difficulty. We may develop the best methods possible, have the most efficient teachers in the classroom and still be faced with the question, "How valuable is this or that process after it has been thoroughly learned?" Good methods of instruction are essential to our modern educational theory, but any amount of these will not answer the above question. The idea of better methods seems to be contained in the numerous attempts at "socializing" the content of arithmetic. It is interesting in this connection how many educators and writers there are who have a minimum training in sociology who try to connect everything they write with the "social" concept. Social seems to be interpreted as the watchword of the present age, and like all other watchwords it is used to the limit.

And, again, it was urged by one critic when he considered the great amount of reduction recommended in this study that it is possible that there will soon develop in our machine age a very complicated and advanced type of arithmetic not yet thought of in dealing with air travel, radio, etc. To this it can be said that is certainly possible, but we do not know nor can we in the nature of our rapid development ever know what is in store for us. If this advanced type of mathematics does develop it will be vocational mathematics, which does not concern this study. At least the entire population will not need to learn it. A very small per cent. of the total population will need it, and therefore it should not be included in the elementary school course. One thing is clear, this hypothetical advanced type cannot be learned by any amount of the wide range of processes now in existence in the elementary curriculum. When, however, we reach this advanced form we will have "Adult Education" and continuation schools to care for any increment yet to be added to the recommended optimum amount. No scheme nor study yet devised has supplied this extra amount, and to keep the enormous amount of mathematics which is now in the curriculum, and to require every one to learn it in the faint anticipation that a peculiar need may arise some day, is preposterous in the extreme. No such thing as a sudden appearance of any universal need can come in any social group which will require 75 per cent. of its members to gain mastery. Inventions do not come that way, society does not develop that way, culture of any description does not grow that way. This is particularly true with anything as technical as mathematics. No society has ever been so inflicted with a sudden impossible requirement.

One critic asked the question, "How many people would buy an arithmetic text built on the basis of the findings in this study?" To this question we reply that probably not many, for we are still so traditional in our curriculum and crowd-minded in our thinking that we cannot accept any radical change from the established order. We cannot determine the shape of the earth by vote, nor can we determine the amount and kind of arithmetic to be taught to elementary children by mere opinion, even opinions of experts.

When one reads over the criticisms of any such attempts at curriculum revision as this study represents one can readily see additional reasons for the Civil War. Prejudice and emotionally-toned opinions prevent one from being convinced, even in the face of objectively determined data.

Get Out of Doors

By Edgar A. Guest

Get out of doors—'Tis there you'll find
The better things of heart and mind,
Get out beneath some stretch of sky
And watch the white clouds drifting by,
And all the petty thoughts will fade
Before the wonders God has made.

Go wade a trout stream in the spring
And brother with the birds a-wing;
Know what it means to wander far,
Your guide the sun or evening star.
Who sleeps beneath the open sky
Soon grows too tall to tell a lie.

Get out of doors. The fields are clean,
The woods will teach you nothing mean.
Who toils beneath the summer sun
Sleeps soundest when his work is done.
If splendid manhood you would know,
Get out where you've a chance to grow.

Read deeply kindly Nature's books,
Familiarize yourself with brooks,
And with the majesty of trees,
The constant industry of bees,
And all that shape the Master's plan—
They'll teach you how to be a man.

—Montana Education.

Personality

By BYRON C. KIRBY
South Bend, Indiana

IN ESSENCE people are alike; in accidental makeup they are different. All men have souls, a direct and evident relationship to God; yet some are small of stature, untidy in their appearance, unclean in their health habits, impolite, coarse, loud, unthoughtful, untruthful, unfair, disrespectful, dishonest, unsympathetic, uncultured, unchristian and ignorant, while others are diametrically opposite in all these characteristics—their mere bearing incites respect, faith, trust, confidence and love. Between these two extremes there are multiform variations and gradations of type.

The various factors which make one man different from another constitute his personality; this accumulation of accidents, some inherited, but most of which are acquired, is what marks off and distinguishes one individual from another—it is what makes John John and Henry Henry; it is what holds some people in oblivion and impels others to success.

Every one can recall from his own experiences with mankind at least one example of each of the two types referred to above. Practically every one has had experiences with the individual who is shriveled in body, in soul, in spirit, and in mind; with the individual who is impolite, untruthful, unfair, disrespectful and ignorant; and again, each has had experiences with the individual who is sympathetic, courteous, fair, truthful and intelligent. Three questions, now, logically arise: (1) Which of these two types impresses one most? (2) Can personality be directed, shaped and moulded? and (3) How can it be directed?

In regard to the first question the answer is evident. People are impressed, swayed and influenced by individuals of the second class. Suppose, for instance, that at two different times you are visited by two different agents for the same article. The first begins his attempt to sell by telling you that you do not know anything, by telling evident lies about his merchandise and about that of his competitors; by showing, upon being questioned, that he does not know anything about his article or about the same kind of articles sold by other dealers. Throughout the course of his sales talk he is coarse, loud, disrespectful, and uncultured. The second salesman is polite and courteous. He demonstrates the merits of his merchandise fairly and honorably; he answers all questions with fairness and with conviction; he does not ignorantly condemn all goods which are offered in competition to his. If you are in the market for this article, you will buy from the second agent because he gives evidence in everything that he does and says of possessing desirable personality traits; he has won your confidence and respect because of his attitude, his bearing, the sum total of his characteristics. In short, this salesman has been able to make the sale wholly upon the strength of his personality. And so it is throughout the course of business—some good merchandise and much inferior merchandise is sold daily, both to people who want it and to many who do not want it, because of the personality complex of the salesman.

In politics, in the club, in committee meeting and in social organizations the leader, in the majority of cases, is the individual of mediocre intelligence who can talk fluently, who is fearless, who is polite, who has a magnetic personality, rather than the intelligent, learned individual who is reserved, quiet and dominated by a less pleasing personality complex.

Everybody wants to be well met. He wants to be recognized, to be flattered through words, through polite conduct towards him, through neat and tidy appearance in his presence, through a truthful, respectful, honest, thoughtful attitude towards him. The individual who can thus meet people is the one who will receive their adulations and their patronage.

One often observes people of the first type holding positions of prominence. This is because they are dual personalities, i.e., they are people of the first type camouflaged with a complex of the second. These people are dissemblers, holding positions of trust merely because of their hypocrisy. Nevertheless, the conclusion holds, namely, the individual who attains success is the one who possesses, above all things else, a pleasing personality, be it real or affected.

(2) Personality can be created, developed and moulded.[1] As has been suggested previously, it is a composite made up of inherited and acquired characteristics. Among the former are the complexion, color of the hair, intellectual capacity, and size of the body, in so far as it is not caused by undernourishment or other environmental factors. Some of the acquired characteristics are the various attitudes towards cleanliness, courtesy, thoughtfulness, truthfulness, honesty, culture, Christianity, industry, work, and intellectual progression.

The innate personality elements of an undesirable nature are the ones that are most difficult to modify. For example, if one is five feet three inches tall there is little he can do to make himself six feet two. But he can develop the habit of

1. Boorman, W. Ryland. Developing Personality in Boys, p. 231.
Berg, David E. Personality Culture, p. 48.

walking erect; he can create enough power within his body to lift four or five large men; he can develop a rhythm, a grace, a charm in his bearing. Again, an individual may not have great intellectual power. Through study, concentration, and effort, however, he can develop his power of memory and his knowledge of facts and details to such a degree that all inherent weaknesses are overshadowed. It is possible, through the proper amount and type of teaching, education and self-culture to change most inherent adverse personality traits from liabilities to assets. Those that cannot be rendered into assets can at least be made nil as destruction factors to one's success.

The acquired characteristics, on the other hand, can be implanted, developed and shaped without a great deal of difficulty. And it is these, after all, which are of the greatest significance in success or failure. If all other factors are strikingly attractive, it is of little consequence whether a man's complexion, or his hair, be a shade too light or too red. Furthermore, if all the other desirable elements entering into one's personality be developed to their highest degree, it matters little if he be of only normal mentality.[1] It is such people who have borne the burden of the world's progress; e.g., Columbus, LaSalle, LaFayette, John Smith, Washington, Jefferson, Madison. Lincoln, Grant, etc. A man of extreme intellectual capacity is a misfit; he can accomplish little more than create friction, strife, and revolt; as for example, Spinoza, Bacon, Kant, Spencer, Voltaire, Nietzsche, etc. The object here is not to deprecate intellectuality as such. It is desirable if it can be maintained in true perspective; if the individual who has this power has, likewise, a basic understanding of, and love for, the masses, if he has an ideal personality, if he has a properly tempered will, well and good. But altogether too often unusual intellectual acumen causes one to have a feeling of repugnance and of disrespect for the masses. It is because of this fact that the present theory of training for leadership is fallacious. A true leader must grow out of his environment naturally; he must evolve as freely as Lincoln emerged from squalor, economic dependence, and social oblivion. This background, this contact with the realities of life, with the men who constituted the backbone of the nation, prepared him for American leadership. It is folly to rear a man in an intellectual brooder and to expect him to persist efficiently when transplanted into real life with its coldness, its strife, its turmoil, and its actuality.

Thus far two conclusions have been reached, namely: (a) The man of influence, the man who can attract, and hold, the attention of others; the man who can impress others; the man who is always at the head of affairs; the man who, with seemingly little effort, rises quickly to the pinnacle of success, is the man who possesses not extraordinary or even striking mental power, but the one who has a due portion of common sense, plus a long list of pleasing, acceptable personality traits. Personality makes the man. One can climb no higher than the people will permit. The people will support only those they respect and revere. And they respect only those who can charm them with their personalities. (b) Personality can be developed.

(3) The question now arises: How? The first step is to determine the elements which enter into it. These, as was suggested under number (2), fall into two general groups; namely, the inherited and the acquired, each of which, in turn, is divided into various items. The second step is to follow Franklin's plan for character development[1]; viz., to concentrate upon one or two items at a time. When these are well established, attack one or two others, keeping constantly in mind the fact that whenever a new attack is made the factors originally mastered must be practiced constantly. When all the individual factors have become established the personality will be what it should be.

It is evident that a prerequisite to personality development, as to character building, or to progress along any line, is will power.[2] There must be something in one's makeup that will hold him intelligently to his purpose with bull-dog tenacity. Otherwise, he is bound to fail. Knowledge of what to do is of little value if one does not possess, in connection with it, that power which drives him to do what he should do. Luckily, this factor, will power, can be developed.[3]

In conclusion, it is evident (1) that personality is an essential factor in success; (2) that personality is made up of inherent and acquired characteristics; (3) that items under both these general types of characteristics can be moulded into valuable personality assets; (4) that this development is dependent upon the possession of the proper kind of ideals, and upon well-directed will power; (5) that it is further dependent upon the proper kind of schools and teachers.

In the past the schools have underestimated the importance of developing personality; they have emphasized training the mind at the expense of training the being; they have failed to recognize the fact that it is worse to be ultra-intelligent and useless than it is to be ignorant and useless. To perform their function properly, the schools, elementary, junior high, high, college and university, must proceed upon the thesis that personality is a greater factor in success than is ultra-intelligence; that the power to attract, to please, to impress, to move people is of greater

1. Schopenhauer, Arthur, Part II of his Main Work, p. 326, 463.

1. Pyle, William Henry. The Psychology of Learning, pp. 65-66.
2. Nietzsche, Friedrich, The Will to Power, pp. 268-269.
3. Kirby, Byron C., Journal of Education, June 4, 1928, pp. 667-668.

significance than all the pure reason in the annals of philosophy. The duty of education is to create a man worthy of the intellect he has, rather than to develop a high-geared intellect within a human desert. In the final analysis, an educational organization performs its duty to the degree in which it develops the will power, creates proper ideals and standards, develops desirable personality traits, reforms, reshapes and directs undesirable, innate characteristics, and stimulates intellectual activity.

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A Great Educator

By LUCIA AMES MEAD

SEVERAL years ago a scholar and great educational administrator laid down a burden which he had manfully borne and, stricken with infirmity, ceased his absorbing work. But he is not forgotten and in his serene seventies he should have his recognition by the younger educators of America as one of the brave pioneers in the new education to the unprivileged.

Dr. William Goodell Frost in the twelve years before a new law, which segregated the colored students, increased greatly the numbers of the white students, and there was never a racial scandal or collision at Berea. When he left Berea he had increased its financial value to $6,000,000, and it had an enrollment of 2,700. All this was achieved with hardly any local help, denominational loyalty or rich alumni. He aimed at the actual needs, not at duplication of other institutions, and in consequence he had to invent original methods, now recognized as of great beneficence elsewhere. He determined to make preparatory and Normal School training with industrial education a large part of his broad-gauge plan. He proclaimed that "Berea stands with a spade and spelling book in one hand, and a telescope and Greek testament in the other." A small number took a college course, which was really up to the standard of other colleges. Preparation was made to send out into the neighboring mountains groups of students as regenerators of their own neighborhoods where whiskey stills and feuds and lack of sanitary conveniences were abundant. At first, students brought their own guns which were promptly handed in and locked up for the term. On his campaigns with his wife into the mountain region in the early days they learned to enjoy cornpone and other mountain food, and as Dr. Frost said, "to undress with perfect propriety in a room containing four well occupied beds." He found the people to be not degraded, but not graded up and living as our pioneer great-grandfathers did. In the Atlantic Monthly Dr. Frost described these people as our "contemporary ancestors." More people in this section than in any other part of the country are descendants of Revolutionary soldiers, and they are a great store-house of national vigor and patriotism.

President Frost knew how to win strong friends for these neglected people. Among his first friends were T. W. Higginson and Julia Ward Howe. While he and his wife were still too poor to use sleeping cars, they went around the country talking at parlor meetings and to literary and commercial clubs. They won the help of Theodore Roosevelt when he was police commissioner, and of Woodrow Wilson when he was only a professor. President Eliot also was a friend indeed. Carnegie gave a library to Berea. Dr. Pearsons of Chicago gave endowment pledges and waterworks to stop the typhoid fevers. The first landscape architect in America, Frederick Law Olmsted, gave advice as to campus planning.

In 1916 the blow fell "as suddenly as an assassination." He partly recovered, and carried on the building of six new dormitories. Industries of various kinds were established where students could get employment, and the well-planned work continued to give extension service to those too remote to ever reach Berea. The five schools, now well established, are one for those who can stay the shortest time; an elementary vocational school to increase the resources of the mountaineers; a foundation school in which those who had missed early advantages can quickly acquire the common branches; a Normal School for those who can stay longer; and an academy and college for the select few. Today these adjacent schools are carrying as much needed and beneficent educational work as can be found anywhere.

And now, in retirement, without the cheer and help of the beloved son who fell in the War, this great uplifter and inspirer of many thousands and his wife still give witness to the faith that has upheld them in all vicissitudes.

"Growth in the power to study represents the greatest achievement of the student, and it is at the same time the surest test of the efficiency of instruction."

—Lotus D. Coffman, University of Minnesota.

The Open Mind

By O. MYKING MEHUS

Northwest Missouri State Teachers College, Maryville, Missouri

IT was Thomas Henry Huxley who said: "Sit down before a fact as a little child, be prepared to give up every preconceived notion, follow humbly wherever and to whatever abysses nature leads, or you shall learn nothing." This is the spirit we need to inculcate in our schools today. Unfortunately, however, instead of conscientiously trying to teach the truth we too often teach the prejudices of the particular community in which we happen to live. And students come to us, not to find out the truth, but in all too many instances their chief concern seems to be to secure arguments for their own particular prejudices and preconceived ideas.

Whenever anyone does advance a new idea it is rarely accepted in an open-minded attitude, for we are by training afraid of anything new. We dislike changes. We shy at new gates. New things go against our grain. Most of us are like the man who would not look at the new moon out of respect of that "ancient institution," the old moon. We resemble the man, who, seeing a camel for the first time, gazed at it for a long time and then turning away with an air of positive conviction said: "There ain't no such beast."

We cling stubbornly to the past and we are ruled by its hidebound customs. We worship things that are old and still believe that the golden age is in the distant past instead of in the present or in the future. We dream about the "good old days." We believe that everything worthwhile has been accomplished. We are like the government clerk in the patent office in Washington in 1837 who resigned because he believed that everything had been patented and desired to secure another position before he would be asked to resign.

A story is told of an old woman who went down to the railroad track to see the first steam engine in that part of the country. As she looked at it from all sides she shook her head, and said: "It will never run. It will never run. It will never run." When the engineer opened the throttle, and the engine started down the track and rapidly gained speed, the old woman said, as she slowly shook her head: "It will never stop. It will never stop. It will never stop."

In the Cyclopedia of American Agriculture Dean Davenport mentions that a valuable cart was allowed to rot on a certain South American estate for the simple reason that the native laborers refused to use it because it did not squeak like their old wooden carts. But it is not only in South America that people are afraid of new "squeaks," for right in our own country we have an abundance of illustrative material to draw from.

The first man who wore a silk hat was pelted with rocks, arrested for disturbing the peace and inciting a riot—and heavily fined. Hardly a fitting recognition for the inventor of headgear that has since crowned civilization's grandest fetes. The first sewing machine Howe put on exhibition was smashed to pieces by a mob. Almost every engineer in the country called Westinghouse a fool because he insisted that his air brake could stop a train with wind. Thomas Jefferson was hated and berated for maintaining that something might be made out of the country west of the Mississippi River. Seward was ridiculed for advocating the purchase of Alaska, and it was in derision called "Seward's ice-box."

Parmentier was called a pig because he asserted that potatoes were fit for human beings. There is a famous cartoon of Napoleon in the nursery beside the cradle of his son and heir, the King of Rome. The emperor is squeezing the juice of a beet into the mouth of the infant king. Underneath are these words: "Suck, dear, suck! Your father says it's sugar." The people who first tried to tell us that there was such a thing as beet sugar had a rather discouraging time of it.

Bathing in a tub was condemned as late as 1842 as a corrupting luxury, and was denounced by the medical fraternity. William Harvey, who discovered the circulation of the blood, enjoyed a lucrative practice before he announced his discovery, but after that he was called "crack-brained," and his trade fell off. The Bavarian Royal College of Physicians claimed that railroads would ruin the health of the people, because the rapid motion would give the travelers brain disease.

Galileo's bitterest enemies were his associates in science on the faculty of the University of Pisa. When Galileo proposed to drop two weights from the top of the leaning tower of Pisa to test the doctrine of Aristotle that the heavier one would fall faster than the light one, his colleagues were violently opposed to having any facts brought to light which might discredit Aristotle and jeopardize their own prestige. When Copernicus declared that the earth revolved around the sun he escaped burning at the stake only by dying prematurely.

The Royal Society of England did not consider Benjamin Franklin's account of his experiments in electricity of sufficient importance to be printed in the Society's Transactions. Luigi Galvani, who experimented on frogs and discovered galvanic

electricity, was ridiculed as the "frog's dancing master." George Ohm, formulator of a basic method of measuring electricity, was thought to be insane.

Daguerre, inventor of the daguerreotype, was put in an asylum for saying he could transfer the likeness of human beings to a "tin plate." Napoleon refused to consider Fulton's steamboat, and later when the first steamboat did cross the ocean, as a result of Fulton's invention, it carried aboard an essay proving the impossibility of the undertaking. Professor Lovering of Harvard University demonstrated mathematically the impossibility of telegraphing 3,000 miles under the ocean. And several scientists also "proved" that the long-range gun was an impossibility at the very time that Paris was being bombarded.

In 1828 the school board of Lancaster, Ohio, refused to permit the schoolhouse to be used for the discussion of the question as to whether or not railroads were practical. The matter was recently called to mind by an old document which reads in part as follows: "You are welcome to use the schoolhouse to debate all proper questions in, but such things as railroads and telegraphs are impossibilities and rank infidelity. There is nothing in the word of God about them. If God has designed that his intelligent creatures should travel at the frightful speed of fifteen miles an hour, by steam, he would have clearly foretold it through his holy prophets. It is a device of Satan to lead immortal souls down to hell."

Unfortunately it is not only in Ohio that the followers of the teachings of Holy Writ have shown an attitude that was not as open-minded as one might wish. Throughout the Middle Ages and even at the present time we find many who stand against modern scientific discoveries. We need thinkers at the present time as never before. This plea is made effectively by Joseph Ernest McAfee, who says in "Our Thinking":—

"The most atrocious crimes in history
Were perpetrated by 'good' men, cock-sure
That they obeyed divine injunctions, laws
Laid down by a fiat, which 'twere sacrilege
To question. Bloody Marys, Torquemads,
The whole vile crew Inquisitorial,
Were pious to a turn, were sure they served
A holy God while butchering fellow men.
They stubbornly refused to think, or raise
A question of the right or wrong of deeds
That shook high heaven and made of earth a hell.
A race of thinkers is the only hope
Of progress, justice, peace, security.
A code of laws contrived to stifle thought,
And rob men of their freedom to speak out
What they may think, is wicked, monstrous, rank,
Unutterable crime, and measureless,
Unpardonable sin against mankind.
To think is universal human right,
The indefeasible inheritance
Of every human soul. Nor that alone.
To think is duty, highest, first, and last."

However, it is not only in scientific and religious matters that men are afraid of new ideas, but we find this attitude manifest when new political, economic, and social theories are advocated. The poet Goethe must have experienced this opposition, for he said: "If anyone advance anything new, which contradicts, perhaps threatens to overturn, the creed which we for years respected and have handed down to others, all passions are raised against him, and every effort is made to crush him. People resist with all their might; they act as if they never heard nor could comprehend; they speak of the new view with contempt, as if it were not worth the trouble of even as much as an investigation or a regard; and thus a new truth may wait a long time before it can make its way."

In reading our own United States History we often come across instances to bear out this contention. When Civil Service Reform was advocated in Congress in the 'eighties, one of the United States Senators characterized the reformers as "a sickly, sentimental, Sunday-school, Goody-Two-Shoes party, which appears desirous of ruling the world, not as God has made it, but as they would have it." As if the spoils system were a divine ordinance! When the farmers demanded justice in the 'nineties they were called "calamity howlers," "political rainmakers," and "leather-lunged orators." Instead of studying their grievances with an open mind, the opponents resorted to ridicule and the hurling of epithets. One of the leaders of the farmers' movement was called "rattle-pated idiot," "hoax," "anarchist," "blasphemer," "lunatic," and "a mouthing, slobbering demagogue, whose patriotism is all in his jawbone." And still that leader lived to see nearly all his theories adopted by Congress within a generation, and become a part of the law of the land.

It is not necessary to call to your attention the numberless instances in the past few years when men have been unwilling to face problems with an open mind, but have decided them on the basis of bias and prejudice. In our international relations there are still men who advocate that we solve them on the basis of what Washington said one hundred fifty years ago rather than on what modern statesmen are advocating. They forget that in Washington's time it took longer to travel from Maine to Florida than it takes today to go around the world. The world is changing, and we must change with it. We cannot close our minds to modern conditions. It is idle to say that we must not enter into any entangling alliances when we already are entangled through our billions of foreign investments and trade with every country in the world.

Our schools must train our young people to think in terms of modern conditions. We must acquaint our students with modern social, economic, and political questions. If our country is

to continue to be "a land of the free" we must send out students who can face the world with an open mind and not be bound by the traditions of the past. Eternal vigilance is still the price of liberty. And the great need today is to have leaders who will follow the Truth wherever it may lead. As Lowell says:—

"And I honor the man who is willing to sink
Half his present repute for the freedom to think,
And when he has thought, be his cause strong or weak,
Will risk t'other half for the freedom to speak,
Caring naught for the verdict the mob has in store,
Let that mob be the upper ten thousand or lower."

We are not saying that we should accept everything simply because it is new, but we are asking that we approach modern questions with an open-minded attitude. Let our watchword be:—
"Prove all things; cleave to that which is good."

Million Dollars' Worth of Health

MILLIONS of dollars are being spent to secure artificial sunlight because many people have not made sufficient use of the sun's rays. In hospitals patients are paying many dollars for a half hour of baking with a heliotherapy lamp, which is nothing more nor less than artificial sunlight.

Over in Switzerland Dr. Rollier, the man to whom we owe much that we know about the healing value of sunlight, maintains some thirty-five or forty sunlight centres accommodating a thousand patients where people come to be cured of all forms of tuberculosis, especially of the bones, glands, and joints.

One reason why many of the people are there is because they have failed to get sufficient sunlight.

Sunlight has power to kill germs; enriches the blood in lime, phosphorus and iron; adds to the vigor of the muscles; is thought to have an important effect upon the development of the glands; helps greatly to prevent and cure bone and joint types of tuberculosis.

A ray of sunlight is really a composite of many rays. Certain of these rays have more power to affect the body and cure disease than have others. At one end of the visible spectrum are the rays known as infra-red rays, and at the other, the ultra-violet rays. The infra-red rays are heat rays. The ultra-violet are chemical rays. So widely has the healing, health-building power of these rays been recognized that scientists now make artificial ultra-violet rays to use in hospitals and sanatoria.

Certain materials let the sun's rays through to the body while other materials shut them out. Light-colored and white clothes are better than dark-colored ones for this purpose.

Knowing what we do about the health-building properties of sunlight, what can we do to give more of it to the average child?

We can keep our schoolroom window shades up, whenever this is possible without the light falling directly on the desks. We can encourage children to walk on the sunny side of the street and to play in the sun, except in the hottest weather. We can teach them the importance of wearing loose, light-colored clothing. We can send the gospel of sunlight and health back into the homes through the children. How many of their rooms have sunlight? Do they have the shades up so that all the sun can come in? Have they a sunny porch or a yard? If there is a baby at home, does he have a chance to sleep out in the sun?

The Greeks and the Romans exposed their athletes to the sun until they were deeply tanned for the purpose of increasing their vigor.

The Swiss Government maintains two sun clinics for its soldiers under the direction of the famous Dr. Rollier.

The Department of Health and Charities of Cuba has completed plans for an ultra-violet ray clinic at Havana to accommodate 250 children.

A few minutes of direct sunlight is of more value than a whole day spent behind windows of ultra-violet transmitting glass, according to Janet H. Clark, Johns Hopkins University.

Dr. Alan Brown states that from April to August inclusive the anti-rachitic effect of the sun's rays is eight times as great as during November, December, and January. The change begins abruptly about the middle of February and continues through the first half of October.

Skyshine, that is reflected rays from the sky and clouds, is approximately from 50 to 60 per cent. the value of sunshine. This applies, of course, only to northern sections.

A study of the geographical distribution of rickets shows that rickets is uncommon or exists chiefly in a mild form in those places where the altitude of the sun is never below thirty-five degrees.

One of the most recent discoveries about ultra-violet rays is that certain food substances when exposed to these rays acquire the power of preventing rickets.

A reason advanced for the fact that cod liver oil has power to prevent rickets is that it contains what may be called imprisoned sunshine extracted from the food the cod eats which has been acted upon by sunlight.—From Health Bulletin for Teachers, Metropolitan Life Insurance Company.

Personal and Professional

KIRK N. WASHBURN, treasurer of the G. and C. Merriam Company, Springfield, died in Springfield on July 24. He was born in Boston, September 1, 1855. Upon graduation from Brown University he identified himself with the Ivison, Blakeman Company, in New York, and on May 15, 1885, Mr. Washburn became associated with G. and C. Merriam Company, in whose service he remained until his death—forty-four years. Although Mr. Washburn's first interest was with the "Genuine Webster's Dictionaries," which have been published since 1843, he was always a professional educator. Few men had greater and better influence in the National Education Association than had he. He always knew what was best to be done, and who could do it best, but he never sought to have any personal or business advantage because of his professional influence. Mr. Washburn was one of our most valued friends for forty years. Socially, civically, as well as educationally, we prized his acquaintance highly.

WORTH McCLURE goes from the assistant superintendency of Seattle to State Teachers College, Buffalo, as professor of elementary school administration. He has been high man, professionally, among assistant superintendents of the Pacific Coast, and Dr. Rockwell of the Buffalo State Teachers College specializes on the adaptation of members of his faculty to the field for which students are to be prepared. As an elementary school principal Worth McClure had a national reputation, which he has magnified in the Seattle school system.

EDWARD ALLEN BOYDEN, M.D., son of Arthur C. Boyden, grandson of Albert G. Boyden, who accepts the professorship of anatomy, University of Alabama School of Medicine, has had exceptional opportunities to equip himself scientifically and scholastically. His experience, professionally, has been on the faculties of Harvard Medical School ten years, University of Illinois College of Medicine and Leland Stanford Medical School.

GEORGE ALAN WORKS of the University of Chicago succeeds Dr. Charles L. Beach as president of the Connecticut Agricultural College at Storrs. Dr. Works is a native of Wisconsin, was a "dirt farmer" as boy and man, and has had extensive training in scientific agriculture. He is recognized as a sane and progressive agriculturist.

F. G. BONSER, Teachers College, Columbia University, is meeting an important need of the times in the preparation of "Adventures for Cleanliness Crusaders" (Procter and Gamble Company). The Cleanliness Crusade is an imaginative device for younger children. There are posters for the schoolroom walls, story books to be read by the teacher or by the classes. There are cards to be taken home so that the children's parents will join the teacher in her effort to promote better and more permanent habits of cleanliness.

DAVID A. ELLIS, who died July 27, was chairman of the Boston School Board, 1909 to 1913, and was a member of the School Board for eleven years. He was one of the highly efficient members of the School Board, and his record as chairman ranks high in a group of prominent officials.

WILLIAM M. HATCH, for twenty-seven years associated with Silver, Burdett and Company, died of heart disease at Strafford, Vermont, on August 23, a few minutes after he had spoken in his heartiest vein at the dedicatory exercises of the Public Library, named in honor of his friend, the late Senator Justin S. Morrill. Mr. Hatch was only sixty-five years of age, but retired from active business last year. He was manager of the New England business of Silver, Burdett and Company, member of the board of directors, and secretary of the corporation. He was born in Strafford, Vermont, 1864, was a member of the Legislature, and was on the Governor's staff. He was an intensely loyal Green Mountain boy. He graduated from the Law School, George Washington University, and was in the law department of the government for ten years before he identified himself with the school book business. He was a successful business man, but he was more than that, he was a valuable citizen of Greater Boston for twenty years. Friendliness was as natural to him as breathing. He had a host of ardent friends whose loyalty was as genuine as was his. He was our highly esteemed personal and professional friend.

JAMES CHAMBER BOYKIN, editor of the United States Bureau of Education, who died on July 29 after a brief illness, was a native of Alabama, and came to the Bureau when Colonel Dawson was Commmissioner of Education in 1847. There are two men still in the Bureau who were appointed by Colonel Dawson. Mr. Boykin has not been in the Bureau all of these forty-two years, but has been in the Department of the Interior. The other man has been in continuous service. Mr. Boykin has been responsible for the editing of all the publications of the Bureau, and was highly esteemed by every one in the Bureau.

They Say

D. J. KELLY, superintendent, Binghamton, N.Y.:—

"In classifying professional people as successful or unsuccessful, opinion must necessarily play a leading part, with the judges rarely concurring. It is a case of many men with many minds, each certain of his own wisdom and finding it impossible to give a convincing reason for his judgment."

JAMES HENRY ROGERS, United States Bureau of Education:—

"In health teaching we should begin with the tangible—with the doing of things the results of which we can actually observe. Personal cleanliness is not, in general, closely related to health, for a child may be extremely dirty and yet be infinitely more healthy than one who is immaculate. Nevertheless, we should begin our health instruction with cleanliness, although it is more akin to aesthetics than to hygiene proper."

MABEL HUTCHINS BELLOWS, Grand Rapids, Michigan:—

"Children are naturally social. They want to work together; share what they are doing; see what others are doing. Children always find great satisfaction in the attempt to beautify their possessions and surroundings."

J. R. HULBERT, Chicago University:—

"There is no difference between plagiarism and theft."

CAROLL ATKINSON, McKinley Junior High School, Pasadena:—

"But no truant officer functions in the evening school. The only factor that will bring Miss Smith and Mr. Jones and others to an evening school class after a day of hard work is the evening school teacher's own personality, knowledge of subject, and ability to transfer this knowledge to the pupils. In other words, the evening instructor, in addition to being a teacher, must be a salesman of his work and of the evening school idea."

E. L. THURSTON, Los Angeles, executive secretary of Southern section, California State Association:—

"We have protection of tenure. We have a retirement salary law. We have a life certificate. Do we not owe to the kind public that has been so ready to support our education programs, an attitude of good faith which will lead us to demand that the worthy rating of our profession be protected?"

ELIZABETH TOWNE, in Nautilus Magazine:—

"If everything were certain we would need no faith."

WALTER LIPPMAN:—

"Civilization is impregnated with the coming and going of strangers."

AGNES J. LARCUM, professor, Royal Academy of Music, London:—

"True loneliness is a state of mind. It can be deeply felt in a crowd; it is a sensing within one's self of something that has no counterpart in the make-up of those around us; a need that cannot be satisfied; a want that finds no means of gratification."

EVANGELINE COLBURN, University Elementary School, University of Chicago:—

"When children reach the intermediate grades they have passed the stage of learning to read, and are equipped to read to learn. They crave adventure, and are becoming less subjective in nature and more interested in people of all times and all nations."

HOMER D. BRAMER, in Stenotypist:—

"For thousands of years people, good people, did believe that unless the 'eyes' of potatoes were carefully turned up, and the face of the man in the moon were turned away, few if any tubers would grow from a planting. Now we plant them by machinery when we are ready—full moon or none. Light soil, a balanced nourishment of fertilizer and cultivation bring us yields that would surprise our forefathers. It wasn't what they believed that counted; what they did not understand limited our tradition-loving, superstitious parents."

WILLIAM W. ATKINSON:—

"Memory is the great storehouse of the mind in which are placed the records of previous mental experiences. It is a part of the great subconscious field of mental activity, and the greater part of its work is performed below the plane of consciousness. It is only when its results are passed into the field of consciousness that we are aware of its existence. We know memory only by its works. Of its nature we know but little, although certain of its principal laws and principles have been discovered."

CHESTER H. STUBLE, in Nautilus:—

"Apollodorus, artist of Athens, first dared paint lights and shadows on objects as he saw them, high color on the light side and little, if any, color on the shadow side. He lived 400 years before Christ and by his radical departure from the two-dimensioned figures, which were the standard of his day, he produced rounded figures. Not content with this, Apollodorus made background figures smaller, thus introducing perspective. Of course, he was denounced as a 'modernist' and 'publicity seeker.' Even Plato, the learned, claimed he was invading the sculptor's province when he made things look round whereas paintings should look flat as they always had. Now, Plato possessed the finest mind of the fourth century B.C., but being no artist, he was opposed to progress along art lines."

JOHN CARTER, in Common Weal:—

"Reduced to its simplest terms, this inter-continental argument has raged over the question of whether the twentieth century is to be the century of America plus Europe, or the century of Europe minus America."

EULA WITT DEQUICK, in The Progressive Teacher:—

"Cultivating taste for good books is of more value than merely teaching a child to read. The motive for reading is paramount."

RUSSELL F. LUND, Connecticut State supervisor of Nature Study:—

"Although an understanding of chemical and physical laws is basic to the complete understanding of many biological sciences, their interest to the elementary school children is forced and has little in common with the subjects of arithmetic, social science and health."

WALTER BARNES, State Teachers College, Fairmont, West Virginia:—

"Language is a mode of conduct. It is a means of social communication, the most convenient, adequate, and universal means designed by nature and devised by human ingenuity."

ELLIOT R. DOWNING, University of Chicago:—

"Education may be defined as a selective recapitulation of racial history."

WALTER R. HEFNER, superintendent, San Diego:—

"The growing complexity of industrial processes, the multiplication of the number of divisions of labor, the revolutionary changes caused by inventions, have introduced a more urgent need for definite training in social science."

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CAMDEN, N. J.

The Stockingless Fad

By ARTHUR DEAN

The principal and faculty who know enough to stop before they begin are wise.

It's the wise class who know enough not to begin something they cannot finish.

From a little acorn of a stockingless leg a mighty oak of trouble may grow. Solemn-faced school boards will meet, principals will resign, girls will be suspended and the whole town will be in an uproar because three modern Eves came to school in raw legs.

And the trouble started so easily. One girl said to another: "Let's find a couple more girls who will go to school tomorrow without stockings."

"But what will our mothers say?"

"Oh, my mother says it's all right, besides school has nothing to say about one's clothes. Its business is to educate us and not butt in on our private affairs."

"My mother won't allow me."

"What will she know about it? Take them off after you leave home."

So the three little maids appeared in a portion of their birthday attire. On discovering them a teacher blushingly reported it to the principal. Thereupon the principal saw red, called the girls in the office and sent them home. One parent sent her daughter to bed, the second laughed over the incident, and the third got angry, saw the chairman of the board and said: "It's none of the school principal's business what my girl doesn't wear to school. What difference does it make whether or not she wears stockings? She is a healthy, clean-minded girl and he is a busybody. My husband pays taxes and he has a right to send his children to school, stockings or no stockings."

Two days later the three girls were readmitted — fully stockinged, mind you — and the town is back to normal. Everyone concerned was headlined and made happy except the principal.

At best the principal has a hard job. All he had to do in the old days was to teach subjects. Nowadays he is called upon to understand youth. In old days he got his facts out of books, but nowadays he must get them out of the life of his youngsters. In former days he told them when and where to get the next ten lines; nowadays he has some job to keep up with what his pupils know about things which do not concern books.

Sometimes a principal forgets that pupils always have their little jokes. If pupils can discover the Achilles heel in a principal they will. Children never disappoint people who are looking for trouble. In the good old days when we oldsters were young — and it goes without saying, very perfect — we may have brought to school the odor of one of those black and white woodsy kittens, stuffed the stove pipe with a bag or suspended a bucket of water over the door arranged to tip when the principal came in.

Yes, we had our little jokes. They were rough stuff and crude. Children of today have theirs. We shocked with smells. Today there is the stockingless shock.

It was a lark for these three girls to come to school without stockings. If the faculty and principal had said nothing the little joke would have fallen flat. But as it turned out, the girls got a great kick out of it.

And that's just what they wanted. A clever principal would have robbed them of this joy.

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EDUCATION IN ACTION

Will Teach Women to Fly

A training course in aviation for women will be given at New York University this Fall. According to the announcement, the increasing demand by women for an aviation course prepared especially for them, coupled with the additional interest stimulated by the recent women's air derby necessitated the creation of a women's department in the newly established school at the university. The course is designed to meet the requirements for approved flying schools and will be about the same as that offered to men. It will cover the air conference regulations, aviation engines, including principles of internal combustion, carburetion, cooling, lubrication and ignition, history of aviation, theory of flight, nomenclature, construction, rigging, maintenance, repair, navigation and meteorology. A recently designed mechanism by which a student may actually fly a wind tunnel model airplane by operating controls in a full-sized cockpit will be installed in the school in time for the opening of the course.

Hoover to Start School on Rapidan

President Hoover has decided to initiate a move looking to the education of the mountain children living in the sparsely settled region surrounding his fishing camp on the headwaters of the Rapidan river in Virginia. The chief executive proposes personally to head a committee which will raise funds to build a little schoolhouse in the mountain region. He also has undertaken the formation of a local committee to confer with Virginia state authorities over obtaining a teacher for the school. It is expected only $1,200 will be needed to erect the school building. There are five families in the immediate neighborhood.

Health Test Urged For Working Child

The practice of permitting adolescents to enter industry without regard to their fitness is frequently disastrous to their physical and mental health, according to Dr. Hugh Grant Rowell, assistant professor of Health Education at Teachers College, Columbia University, who has made public a study of working children which he has completed for the National Child Labor Committee. Regardless of the exact provisions of child labor laws in the various states, adolescence is the age at which employment certificates are granted, Dr. Rowell declared, and unless immediate provisions are made to supervise the kind of labor these boys of fourteen are permitted to undertake, he predicts disaster for them in their later years. The problem is not one of revising existing child labor laws, he said, but of discovering how to permit adolescents to enter industry with a minimum of loss to their present and future well-being. Dr. Rowell believes that while adolescence is not an ideal time to begin a career, more stringent laws would only work hardships on children who are incapable of continuing their education because of mental incapacity or disinclination. Such children will drift into delinquency if they are not permitted to work, he declared, and therefore steady employment is the best remedy for them.

Indiana Abolishes Second Grade Licenses

Second grade licenses for grade and high school teachers will soon be a thing of the past in Indiana. At the recent meeting the State Board of Education passed the following ruling: "No second grade elementary teacher or high school teacher license shall be offered after November 1, 1929; provided that this regulation shall not be construed to apply to the renewal of second grade licenses already in effect on the above date. The above rule shall be in full effect after the date designated, even though the training for a second grade license may have been completed prior to November 1, 1929." Under a former regulation of the State Board, approximately half of the schools of the state are already working under this rule. However, at this meeting the application of the rule was made statewide; and simply requires all teachers to meet a standard that many have already met.

College Professors Guides to Tourists

The tourist who visits Yellowstone Park, according to Naturalist Dorr G. Yeager, no longer comes to see freaks, but to learn of natural phenomena, to acquaint himself with the wild life—animals, birds and trees. The coming of this type of visitor marks the passing of the old type of guide. Instead of hotel porters with fantastic wisecracks concerning the geysers and hot springs, there is maintained a staff of scientifically trained men capable of so interpreting scientific facts that they can be understood by unscientific people. Dr. E. N. Jones of Baylor University, Waco, Texas, an outstanding man in his field, is this year acting as head ranger naturalist. Dr. W. B. McDougall of Illinois, one of the foremost ecologists in America, is in the service. In addition the park has on its staff as naturalist guides Dr. Harry Kelly of Cornell College, Iowa; Dr. Emette Bodenberg of Whitman, Dr. Otis Wade of Nebraska and Dr. Wait Rising of Washington, supplemented by graduates and instructors in universities throughout the country.

South Awakes to Need Of New School System

Public instruction in the South has entered its period of greatest growth. Increased equipment and improved methods have enabled an ever-growing enrollment of eager boys and girls to share educational advantages during the last decade. Reports of superintendents in eleven states show that through better schools rural youth in a class heretofore denied such privileges has caught a glimpse of intellectual and economic independence. It is no wonder, then, that states which long considered themselves too poor to train their young folk properly have set themselves to that task. The main trend is toward consolidated schools directed by higher paid teachers, thus providing better training and longer sessions. But one-room schools yet remain in evidence; teachers' salaries average low; schools for Negroes have been improved, but they are still inadequate, and a few remote communities, not reached by hard-surfaced roads, have only meagre opportunities. For long the South has depended upon "the little red school on the hill"—a one-room, one-teacher school crowded with pupils in all the grades. This substitute for proper equipment and teaching is on its way to the museum—an educational relic. Every Southern state has increased its attention to teacher training, and some have made allowances for increased salaries to those who attend teacher-training schools in summer. Revised curricula, compulsory attendance laws and other changes attest the unmistakable progress.

Model School Reduces Truancy

New York is dealing successfully with a truancy problem, according to a report made to Dr. George J. Ryan, president of the Board of Education, by Thomas M. Donohue, principal of the New York Parental School. Mr. Donohue said that ninety per cent. of the boys discharged from this model school are never sent back and that the number of truants is becoming proportionally smaller. He attributes this progress chiefly to the fact that school work is being made more attractive. Of the 1,200,000 children enrolled in the public schools in New York City, the number of persistent truants never exceeds 450 at any time, and the usual percentage is less than .000375 of the total enrollment, the report stated. Dr. Ryan regards the truancy problem as one which it is particularly necessary to control, in view of recent crime commission reports which reveal that a large number of criminals began by "playing hookey." The New York school authorities do not look upon truants as "bad boys" or do not class them as juvenile delinquents, but rather as boys who have not learned to like to go to school. To correct this tendency, Mr. Donohue said, is the purpose of the Parental School.

Educators in Maine Honor Retiring Head

Resolutions expressing affection for and confidence in Dr. Augustus O. Thomas, former Commissioner of Education for the State of Maine, were passed by the Maine Superintendents' Association, and a comprehensive survey of Dr. Thomas's work for and achievements in education was voted to be incorporated in the records of its twenty-first annual conference. The statement sets forth that, during his tenure as commissioner, Dr. Thomas accomplished an ambitious and much needed program in improved buildings and sanitation, increased salaries for teachers, establishment of teachers' pensions, the helping teacher plan, the encouragement of further professional opportunity for superintendents and the passage of the equalization law. No town was ever too small and no weather ever too inclement to retard Dr. Thomas's unremitting activity in the great service to which he had set himself. The association also passed a resolution of allegiance to the new State Commissioner of Education, Bertram E. Packard.

New Building Rising On California Campus

With work already started on most of the major projects and plans being rapidly completed for the rest, about $6,000,000 of building will be under way this fall on the University of California campus at Berkeley, a survey by E. A. Hugill, superintendent of grounds and buildings, shows. Of this amount, $3,000,000 was voted by the state as a bond issue. The remainder has come from private sources or special appropriations. Of the group, the life science building, which represents an outlay of $2,000,000, is the furthest along on its way to completion. Thirteen science departments will be housed in this one building.

Students at One College Earn $1,000,000 in Year

Students at the University of California who do part-time work to help themselves through college earn $1,000,000 a year, according to an estimate by the alumni bureau of occupations on the Berkeley campus, which each year places hundreds of men and women students in positions varying from garage mechanics to caring for children. During the last year 5,790 part-time positions were filled by students. Of this number, 3,746 were for men and 2,044 for women.

U. S. Parents Blamed For Speech Disorders

The Public Health Service believes parents should talk more at home. Estimating that 1,000,000 Americans have some form of speech disorder, it says 500,000 of these are children who stammer and stutter. Among the causes of retarded speech development, it emphasized the "lack of conversation in the home," explaining that the normal child learns to talk largely through imitation.

Girls Sew Way To Education

The hum of sewing machines is the accompaniment for songs often heard at a natural science building of Maryville College down in the foothills of the Great Smoky Mountains, fifteen miles south of Knoxville, Tenn. Forty-three girls have worked in the College Maid Shop of Maryville College all summer, and in September when the college opens there will be more than 300. Any Maryville College girl may work in the shop at any time, as much or as little as she pleases, so long as she remembers that her purpose in Maryville is to study—her sewing being only a means to an end. Many girls earn all their expenses at college, while others earn what money they want to spend. They are paid in cash the first of each month. The amount is about one-third the price of the garments they make. The idea is becoming national in scope, and this spread of the movement is being encouraged by Mrs. Kathryn Romig McMurray, who is in charge of the work.

To Give Women Special Studies

"The different types of adult education are necessary to meet the respective needs of men and women," declared Amy Wesselhoeft von Erdberg of Germany in an address during the concluding session of the World Conference on Adult Education at Cambridge, England. "The same treatment and methods do not suffice," she said, "for both sexes. Women have different viewpoints from men on economic, social and political questions, a fact which is evidenced by the women's movement in various parts of the world. At the same time women are realizing the need for education in the true sense, rather than for propaganda. To achieve its ideals the women's movement is turning toward experts in adult education for the research method."

Predicts College Airplane Meets

Intercollegiate flying meets within two years vying with football and rowing for popular favor were predicted by Jesse Loeb, secretary of the National Aeronautical Association's flying club committee. "Two years from now," Loeb declared, "interest in

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aeronautics will be so intense among college students that we can safely look forward to intercollegiate flying contests as annual sports features. As a matter of fact, it is the purpose of this organization to take charge of such contests, and we expect to recruit some of our best material from colleges throughout the United States." He asserted that only a few years ago Charles A. Lindbergh had to leave college to learn to fly, while now colleges and universities are becoming "air-minded" and many are installing courses in aeronautics in their regular curricula. "It would be no trick at all," Loeb continued, "for the aviators of California to fly across the continent to compete with eastern schools. In fact, they might bring the football team right along with them."

World College Women Elections

At the recent sessions of the International Federation of University Women in Geneva the following officers were elected for the ensuing three years: President, Professor Winifred Cullis, England; first vice-president, Mme. Shreiber-Favre, Switzerland; second vice-president, Mme. Octave Monod, France; third vice-president, Professor Westerdyk, Holland. The Endowment for the Promotion of Peace, it was announced, has given the federation $5,000 in recognition of its work for world peace.

Public School In Middle of Street

Through a peculiar combination of circumstances, declares the Omaha World-Herald, Redelm claims the record for being the only town in South Dakota which for years has had its public school building standing in the middle of a street. It was built before the town was completely surveyed. Now the school board has taken action to have the building moved from the street to a two-acre tract which was purchased some years ago as a site for the structure.

College Asks For Rubber Policemen

Sam Cohn, deputy state superintendent of public instruction of California, is accustomed to receiving a lot of strange requests, but he got a requisition from the State Teachers' College at San Diego that stumped him. It was for three dozen "rubber policemen." What a teachers' college would want with rubber policemen was more than he could figure out. However, after diligent inquiry Cohn learned that "rubber policemen" are the covers for glass tubes used in chemical laboratories.

TREND OF THE TIMES

RECOMMENDATIONS favoring the proposed new calendar of 13 months, of 28 days each, have been made to Secretary of State Stimson by the national committee on calendar simplification. American participation in an international conference to provide for such revision was urged. George Eastman of Rochester, N. Y., chairman of the committee, declared that the committee after a year's investigation found "a large and representative body of American opinion" favored calendar improvements.

"SALARIES PAID to civil servants should be at least 33% greater than those paid to persons doing similar work in industrial life," declares Mrs. Charles Bannett Smith, president of the New York State Civil Service Commission. The private employee always had the prospect of eventually owning a business of his own, she explained, while the government service held him down to a fixed and comparatively small remuneration.

AIR TRANSPORT LINES in the United States are now flying daily a total of 74,636 miles, virtually three times the distance around the earth, a recent report by the department of commerce shows. These operations are over a total of 31,570 miles of airways of which 23,154 are within the United States and 8,410 on routes extending to foreign countries, principally to Central and South America.

DESPITE POLITICAL AGITATION and civil wars, the cities of South China are being entirely rebuilt on modern lines and a network of highways has been completed which permits automobile transportation through districts hitherto accessible only by carts and wheel-barrows, Julean Arnold, American commercial attache in China, reports after a tour of the provinces of Yunnam, Kwangtung and Kwangsi.

CANDY SALES totaling $158,200,000 or about 95 per cent. of the amount sold in the first six months of 1929, were made by 446 manufacturers in the United States. This is an increase of 3.32 per cent. as compared with the corresponding period of 1928. For the fiscal year ending June 30 the sales amounted to $341,209,020.

WAR PRISONERS in the future will be guaranteed a degree of humanitarian treatment never dreamed of in the past. This is the declaration made by Major Allen W. Gullion, one of the American delegates to the recent conference at Geneva for the revision of the international convention on the treatment of prisoners of war. "One of the outstanding victories in the drawing up of the new convention," he said, "is the provision that war prisoners shall never be the subject of reprisals."

BECAUSE THERE have been significant reductions not only in certain death rates but also in the prevalence of various diseases is no justification for the prediction of marvelous increases in the average length of human life, according to Chester Hume Forsyth, assistant professor of Mathematics at Dartmouth College. On the contrary, he asserts, the average length of life in this country is now actually decreasing.

NEXT TRANSATLANTIC FLIGHT will be made with the combined meteorological assistance of four great maritime nations—Great Britain, France, Germany and the United States. In the spirit of a peace conference weather officials of these four nations are assembling at Copenhagen, Denmark, to complete arrangements for an international exchange of weather information. They propose to make the North Atlantic Ocean safe for aerial navigation.

ACTIVE RELIGIOUS BODIES in the United States number at least 216, according to Charles W. Ferguson, who surveys this variegated religious growth in the September issue of World's Work. "Far from being an age of unbelief, this is an age of incredible faith," declares Ferguson. "We are so religious that we have become perverse about it. It should be remembered that each sect I mention represents an entirely serious and emphatic departure from accepted religions; each is, to all intents and purposes, a new religion."

INSTALLATION OF MODERN MACHINERY in Mexican plants was strongly opposed in a resolution passed at the convention of the Federation of Textile Workers in Mexico City. The resolution favored retention of the old-fashioned machinery now in use, as more modern machinery would reduce the number of employees.

The BOOK TABLE

MAKERS AND DEFENDERS OF America. By Anna Elizabeth Foote, Jamaica, N. Y., Training School for Teachers, and Avery Warner Skinner, State Department of Education, Albany. Cloth. Illustrated. 160 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Even the most masterful textbook, such as "Makers and Defenders of America" has been in extended school use, has to be revised when women get into politics, and Charles A. Lindbergh reorganizes geography and history.

The "Makers and Defenders of America" are the same fascinating personalities, but the America which they made and defended is not the same America that it was twenty years ago, and the boys and girls whom we wish to have worship the "Makers and Defenders of America" live an entirely different life in school and out than the boys and girls who studied America's biographical history twenty years ago.

MODERN GEOMETRY. An Elementary Treatise on the Geometry of the Triangle and the Circle. By Roger A. Johnson, Hunter College, under the editorship of John Wesley Young, Dartmouth College. Cloth. 319 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

Geometry requires modernizing, and there are adventurers in championing this modernism, of whom Professor Roger A. Johnson is one of the foremost, and he presents the subject vigorously for use in high schools.

The author states his point of view admirably:—

"The study of the recent elementary geometry may be carried on in various ways. Some of the writers have used freely the projective methods of central projection and of inharmonic ratios; and another method of attack is the analytic, making use of trilinear coordinates. The point of view of this book is that the subject matter deals exclusively with the elementary concepts associated with congruent and similar figures; that the synthetic projective or the analytic method of treatment implies more elaborate basic concepts, invariant with regard to the projective group of transformations; and that it is more elegant and far more appropriate to use only the Euclidean relations of congruence and similarity. Thus a directness and unity of treatment is achieved, that seems to be lost when the more powerful methods of higher geometry are introduced."

TRAVEL SKETCHES OF TODAY. Edited, with Introduction and Study Helps, by Charles Lane Hanson, and William J. Cross, both of Mechanic Arts High School, Boston. Cloth. Ginn and Company.

Travel is a passion, almost a religion, with American men, women and children, but they need to be educated, to read travel books and articles. Our children should be exposed to such irresistible masterpieces of travel literature as the twenty-five gathered in "Travel Sketches of To-day."

These sketches are literally of experiences of today in various lands in which there is an almost universal interest with the youth of today.

SCHOOL CLUBS—THEIR ORGANIZATION, ADMINISTRATION, SUPERVISION AND ACTIVITIES. By Harry C. McKown, University of Pittsburgh. Cloth. 500 pages. New York: The Macmillan Company.

This is the first adequate treatment of what has come to be a vital means of helping young people in school, church and community to stabilize character in group relations.

There can be no character developed in isolation and there is now no excuse for any student not to affiliate with some club that will not test and measure disposition, temperament and behavior in the creation of character.

"School Clubs" answers all questions that teachers need to ask about the use and abuse of clubs.

SYLLABUS OF A COURSE IN EXTRA-CURRICULAR ACTIVITIES. A Course for Teachers, Principals, and Others Interested in the Field of Extra-Curricular Activities. By Joseph Roemer, University of Florida, and Charles Forrest Allen, Little Rock, Arkansas. Paper. 120 pages. Richmond, Atlanta, Dallas, New York, Chicago: Johnson Publishing Company.

Extra-curricular activities are as vital a part of any high school as the library or the laboratory, and as the authors say, it is no longer a question as to what to do as much as what not to do. The special value of this syllabus is its classification of activities, so that one need not be confused by having to sort out the class of activities in which he is interested.

It is both a time saver and a saver of brain power and nervous energy.

CONFLICTING PSYCHOLOGIES OF LEARNING. By Boyd Henry Bode, Ohio State University. Cloth. 305 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

It is interesting to have a writer with a following who dares and cares to talk about the psychological artificial and unreal psychologies which confuse students.

Those of us who have seen the flopping and floundering for more than half a century, in which the chief business of every psychologist has been to show that other fellows are all wrong, assuming that if he can damn the other fellows hard enough and loud enough, he will establish his own psychology without saying anything about it.

It is as readable a text as we have seen in many a day.

One of the keenest things in the book pokes fun at the study of the psychology of rats in order to substantiate one of the psychologies of boys and girls.

It is so fascinating that no one can leave it unread who once starts on it.

SHORT POEMS FOR SHORT PEOPLE. By Alicia Aspinwall. Illustrated by Fanny Y. Cary. Cloth. New York: E. P. Dutton and Company, Inc.

Here are a hundred poems which all children will revel in as soon as they can read, and before they can read if they are read to them. The illustrations add immensely to the charm of the verse.

We select a verse here and there, without giving more than a sample of a few of the hundred poems.

"My Grandma's hair is very white,
My Murni's nice and red.
Poor Daddy's hair has shrunk until
It can't reach round his head!"

"A mosquito is
A funny thing!
Before he'll sting
He'll sing an' sing."

"If I was in an aeroplane,
In all that high, wide sky,
I know I wouldn't like it, an'
I'm afraid—I'd want to cry."

"I wish my Daddy wouldn't smoke,
For—what do you suppose?
He catches fire, inside his head,
An'—smoke comes through his nose."

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GRINS BETWEEN GRINDS

Too Steady

A man who applied for a salesman's job urged that he was very steady. His prospective employer rang up his last firm of employers and asked them to verify this.

"Steady?" was the reply. "He's motionless."

Golf Sized Up

Farmer (to friend)—"I hear, Bert, that while ye were in the city ye took up this here golf. How'd ye like it?

Bert—"Well, it ain't bad. It's a bit harder than hoein' turnips an' a bit easier than diggin' potatoes."

Punishment

They were discussing automobiles and Mr. Peck said:—

"I can't help thinking about what the preacher said last week. He said Lot's wife looked back and turned into a pillar of salt. Every time my wife looks back she turns into a telegraph pole or a lamp post."

Super-Laziness

Caller—"So yo' new husban' is lazy, is he, Mandy?"

Mandy—"Lazy? Ah'll say he's lazy. Dat man has been out back of de barn sawin' wood all mawnin' jes' to git outen going' to de stoah to get me a loaf o' bread."

Eager For It

Lemuel shuffled into the employment office down in Savannah one morning and said hopefully:—

"Don' s'pose you don' know nobody as don' want nobody to do nothin', does you?"

A Slim Chance

Bride—"My husband had a hope chest too, before we were married."

Neighbor—"For mercy sakes! What was in it?"

Bride—"Old socks; he hoped that someone would darn 'em."

Why Not Night Hawks?

Prodigal—"Father, I've a notion to settle down and go in for raising chickens."

Father—"Better try owls. Their hours would suit you better."

Take It Back

The phone rang and the busy boss said: "Take the message and give it to me when I come back from lunch, will you, Miss Divine?"

When he came in and hung up his hat he was amazed to have the stenographer come up to him and plant a resounding kiss upon his mouth.

Before he could say anything she said: "That was your little daughter on the phone, sir," and she resumed her typing.

Hot Off the Campus

Mother—"Larry writes that he will be home from college tomorrow."

Father—"What is it—suspension, flunked exam, student strike or vacation?"

Indispensable For the Time Being

"Tommy, can you tell me one of the uses of cowhide?"

"Er, yessir. It keeps the cow together."

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Remarkable Georgia Negro Family

Georgia High School Quarterly, Athens, Ga.

The Quarterly desires to pay tribute to Zack Hubert and his wife, Camilla, and their twelve boys and girls, all of whom are living. Coming out of slavery a young man, Zack bought a farm of 165 acres in Hancock County for $10 an acre. He built a church and a schoolhouse, married and began farming and homebuilding. Zack Hubert never attended a school in his life, but he learned to read and write. As their children came they shared the home and farm duties and attended school and church. Now the remarkable work of these two people is that they managed to send all twelve children through Morehouse or Spelman College and then to northern universities or schools. What a vision Zack and his wife had and what a heroic labor it must have been to carry it through and inspire these children, too, with a desire to do their part to realize the vision. At one time they had six children in college at the same time.

John Wesley Hubert is a graduate of Morehouse and Chicago University. He is principal of the Cuyler Street School in Savannah with an enrollment of 2,000 pupils and forty teachers.

Zack Hubert, Jr., is a graduate of Morehouse and the Massachusetts Agricultural College. He is president of Jackson College, Jackson, Miss.

Benjamin F. Hubert is a graduate of Morehouse, the Massachusetts Agricultural College and of the University of Minnesota. He is president of the Georgia State College for Colored Youths.

Moses is in the United States Mail Service.

Gadus is pastor of the old home church and two other churches in Hancock County.

James H. is executive secretary of the New York Urban League.

Theodore, the youngest, has recently graduated from Morehouse and has a business job. Seven sons, all educated and successful citizens.

Of the five daughters, four of them graduated at Spelman College and the youngest at Jackson College. They all married except the youngest. Two live in Atlanta, two live in Chicago, and one in Tampa.

The little settlement of 165 acres has grown until today the Springfield or Hubert community and neighbors is one of the largest negro settlements in the South. It is said that one can walk fifteen miles in a straight line without leaving land owned and operated by these negroes. And the white folks say they are law-abiding and good citizens.

Zack and Camilla Hubert by simple living, honest dealing, high thinking and hard work have made a real contribution to Georgia life.

Meetings To Be Held

SEPTEMBER

30-October 5: American Public Health Association, New York City; Sec. Homer N. Calvert, 370 Seventh Avenue, New York City; Minneapolis, Minn.

OCTOBER

8-11: Wyoming State Teachers Association; Sec. B. H. McIntosh, Cheyenne; Thermopolis.

17-19: Indiana State Teachers Association; Sec. Mary Harsha, Vincennes; Indianapolis.

17-19: Minnesota Education Association; Sec. C. G. Schultz, 162 W. College Avenue, St. Paul, Minnesota.

17-19: Utah Education Association; Sec. D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah.

18: Indiana History Teachers Association; Sec. Minnie Lloyd, Shortridge High School, Indianapolis; Indianapolis.

20-30: Association for the Study of Negro Life and History, Washington, D. C.; Sec. S. W. Rutherford, 1538 Ninth St., N. W., Washington, D. C.; Washington, D. C.

21-24: National League of Compulsory Education Officials; Sec. J. A. Parker, 63 Pynchon Street, Springfield, Mass.; Kansas City, Missouri.

21-26: Washington Education Association; Sec. A. L. Marsh, 707 Lowman Building, Seattle; Seattle.

24-26: Rhode Island Institute of Instruction; Sec. C. W. Bosworth, Cranston High School, Auburn; Providence.

25: Connecticut State Teachers Association; Sec. S. P. Willard, Colchester; Hartford, New Haven, Bridgeport, Norwich.

25: Franklin County (Mass.) Teachers' Association, Greenfield, Mass. Mrs. Mary Dennis, secretary, Rowe, Mass.

28-30: Association of American Medical Colleges; Sec. Fred C. Zapffe, 25 E. Washington Street, Chicago, Illinois; New York City.

28-31: Southern Women's Educational Alliance; O. Latham Hatcher, 401 Grace-American Building, Richmond, Va.; New York City.

31-November 1: Illinois Vocational Home-making Teachers; Chicago. Adah Hess, Springfield, Illinois.

30-Nov. 2: Nebraska State Teachers' Association; Sec. E. M. Hosman, Lincoln, Nebraska.

31-Nov. 2: Kansas State Teachers' Association; Sec. F. L. Pinet, 315 W. 10th Street, Topeka, Kansas; Independence, Kansas City, Salina, Topeka, Wichita.

31-Nov. 2: New Mexico Educational Association; J. F. Zimmerman, University of New Mexico, Albuquerque, New Mexico; Albuquerque.

NOVEMBER

November 1 and 2: Illinois Home Economics Association; Chicago. Secretary Lillian Stevenson, University of Chicago.

6: Child Study Association of America, New York City; Sec. Hettie Harris, 54 W 74th Street, New York City; New York City.

7-9: Association of Governing Boards of State Universities and Allied Institutions; Sec. D. W. Springer, 1202 National Press Building, Washington, D. C.; Lafayette, Indiana.

7-9: Wisconsin Teachers' Association; Sec. B. E. McCormick, 716 Beaver Building, Madison; Milwaukee.

9-12: New Jersey State Teachers' Association; Sec. C. B. Dyke, Short Hills; Atlantic City.

11: New Jersey Association of Teachers of English; Sec. B. E. Riggs, High School, New Brunswick; Atlantic City.

13-16: Missouri State Teachers Association; Sec. E. M. Carter, Columbia; St. Louis.

14: National Committee for Mental Hygiene, New York City; Sec. Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

14-16: Arkansas Education Association; Sec. H. L. Lambert, Box 1986, Little Rock; Little Rock.

14-16: Association of Urban Universities; Sec. C. S. Marsh, 25 Niagara Square, Buffalo, New York; Cincinnati, Ohio.

18-19: National Association of State Universities in the United States of America; Sec. A. H. Upham, Miami University, Oxford, Ohio; Chicago, Illinois.

19: American Art Bureau, Chicago, Illinois; Sec. Edwin Brown, 106 W. Jackson Blvd., Chicago, Illinois.

20: Carnegie Foundation for the Advancement of Teaching, New York City; Sec. Clyde Furst, 522 Fifth Avenue, New York City; New York City.

20-21: Illinois City Superintendents Association; Sec. H. B. Black, Matoon; Urbana.

25-28: South Dakota Education Association; Sec. N. E. Steele, Sioux Falls; Rapid City.

25-30: Texas State Teachers Association (colored); Sec. J. W. Rice, 2600 Swiss Avenue, Dallas; Houston.

26-27: Association of Public School Trustees of Virginia; Sec. F. Diehl, Farmville; Richmond.

28: Virginia English Teachers Association; Sec. L. C. Daniel, Fredericksburg; Richmond.

28-30: National Council of Teachers of English; Sec. W. W. Hatfield, Chicago Normal College, Chicago, Illinois; Kansas City, Missouri.

28-30: Texas State Teachers' Association; Sec. E. T. Ellis, Anderson Building, Fort Worth.

29-30: California Kindergarten Primary Association; Sec. Mrs. G. H. Anderson, 1186 Victoria Avenue, Los Angeles.

29: Central Association of Science and Mathematics Teachers; Sec. W. F. Roecker, 1439 Fourteenth Street, Milwaukee; Chicago, Illinois.

29-30: Association of Colleges and Secondary Schools of the Middle States and Maryland; Sec. G. W. McClelland, University of Pennsylvania, Philadelphia, Penna.; Atlantic City, New Jersey.

29-30: Association of Modern Language Teachers of the Middle States and Maryland; Sec. Merle Protzman, George Washington University, Washington, D. C.

29-30: Interfraternity Conference, New York; Sec. Charles W. Gerstenberg, 70 Fifth Avenue, New York City; New York City.

29: Virginia Society of History Teachers; Sec. V. Harnsburger, Glass High School, Lynchburg; Richmond.

30: College Conference on English in the Central Atlantic States; Sec. N. E. McClure, Ursinus College, Collegeville, Pennsylvania; Atlantic City, New Jersey.

30-Dec. 3: Elementary Principals and Supervisors Association of Texas; Sec. Dora B. Lantrip, 4525 McKinney Avenue, Houston.

DECEMBER

2: Society of Directors of Physical Education in Colleges; Sec. T. N. Metcalf, Iowa State College, Ames, Iowa; New York City.

2-6: Association of Colleges and Secondary Schools of the Southern States; Sec. Guy E. Snavely, Southern College, Birmingham, Alabama; Lexington, Kentucky.

2-7: Southern Commission on Higher Institutions; Sec. D. Theodore Jacks, Emory University, Atlanta, Georgia.

5-7: American Vocational Association; Sec. Z. M. Smith, Indianapolis, Indiana; New Orleans, Louisiana.

6-7: New England Association of Colleges and Secondary Schools; Sec. W. B. Jacobs, Brown University, Providence, Rhode Island; Boston, Mass.

7: Association of Teachers of Mathematics in New England; Sec. H. D. Gaylord, 20 Garden Street, Cambridge, Mass.; Boston, Mass.

18-20: Western Society for Directors of Physical Education for Women in Colleges and Universities; Ruth Atkinson, University of Southern California, Los Angeles, California; San Jose, Calif.

26-31: American Association of University Instructors in Accounting; Sec. Howard C. Greer, Ohio State University, Columbus, Ohio.

26-28: American Society for the Study of Disorders of Speech; Sec. Sarah M. Stinchfield, Mt. Holyoke College, South Hadley, Mass.; New York City.

26-28: College Art Association of America; Sec. James B. Munn, New York University, New York City; Boston, Mass.

26-28: Illinois State Teachers Association; Sec. R. C. Moore, Carlinville; Springfield.

26-29: Montana Education Association; Sec. R. J. Cunningham, Box 217, Helena, Montana; Bozeman, Great Falls, Miles City.

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